

# **Make A Reporter's Notebook**

*Theodore Roosevelt Inaugural National Historical Site  
Pre-Visit Resources*

## **Synopsis**

Students create their own reporters' notebooks out of common, inexpensive materials for use at the Theodore Roosevelt Inaugural Site and on other occasions when on-site note-taking is required.

## **Objectives**

Students will:

- Create a reporter's notebook to use for note-taking during a field trip to the TR Inaugural Site.
- Consider and discuss what symbols or emblems could be used to represent the role of the press in a democracy.
- Use these emblems to design a unique press pass on the cover of each reporter's notebook.

## **Materials**

Empty cereal boxes (one for every 2 students)

Brass fasteners (2 per student)

Paper cut into quarters (lined or plain; several sheets per student)

1 for each student

Pencils (1 per student)

Rubber bands (1 per student)

Pair of scissors

Students share

Scotch tape

Hole punches

Collage materials (newspapers, magazines, colored paper, markers, glue)

Clear Contact Paper (optional)

### **Procedure**

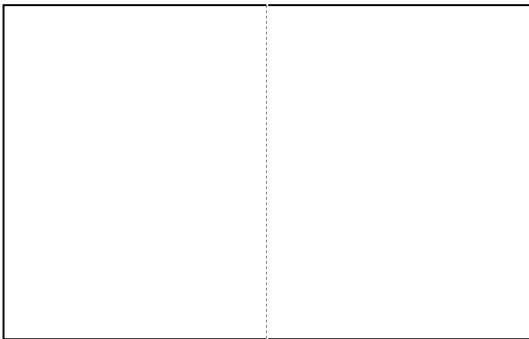
Explain to students that they will be acting as reporters on their visit to the Theodore Roosevelt Inaugural Site. They will be making their own reporters' notebooks, which they will bring on the trip and use to record their observations about an important moment in history.

To put the notebook together, follow these steps:

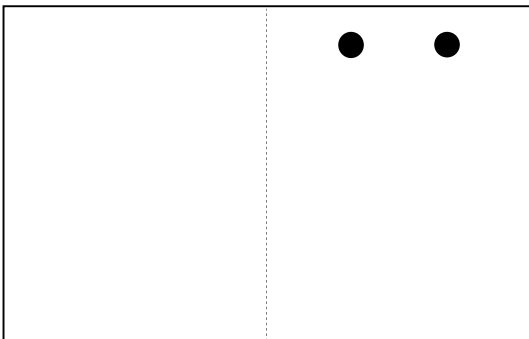
1. Cut along the edges of the cereal box to create a rectangle of cardboard.



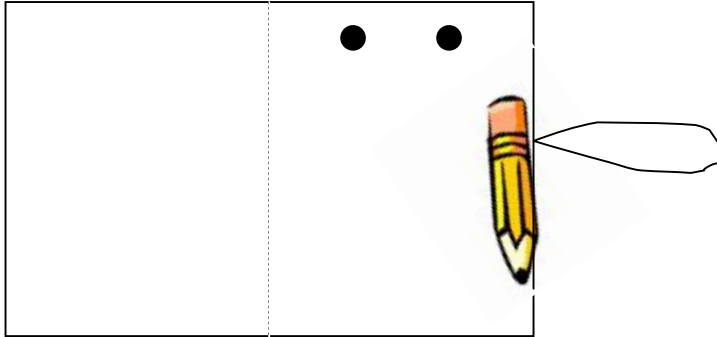
2. Fold in half crosswise like a book.



3. Punch 2 holes at the top of the right side of the book. Place several quarter-sheets of paper on the right side of the book, so that the paper overlaps the holes. Trace the location of the holes onto the paper, and punch holes in the paper. Use brass fasteners to hold the paper in place.



4. Fold the book closed.
5. Wrap a rubber band around a pencil. Loop the rubber band through itself and pull taught, so that it stays on its own. Tape the part of the rubber band that wraps around the pencil to the pencil, so that the band and the pencil are attached.
6. To keep your book closed, place the pencil at the edge and close the book. Hold the book closed with one hand while you loop the rubber band around the outside of the book with the other hand.



7. Now it's time to customize your notebook! Discuss the practice of carrying a press pass or wearing a press badge. Ask students to use the collage materials to cover the outside of their notebook. The front cover will serve as their press pass. As a group, brainstorm ideas about what images could symbolize the role of the media in a democracy (ie., a lightening bolt, bugle, watchdog, shield, watchful eye, megaphone, etc.). Consider what would happen to a democracy if there were no reporters. Each student should incorporate a symbol into his or her pass design.
8. To create a more finished and waterproof cover, wrap the collaged cardboard in clear contact paper (optional). Bring your notebooks to the TR Inaugural Site—they will be an integral part of your tour experience!

## **NY STANDARDS**

### **ENGLISH LANGUAGE ARTS**

#### **LISTENING and READING**

##### **Standard 1: Language for Information and Understanding**

Students will

- Ask specific questions to clarify and extend meaning.
- Follow directions that involve steps.

#### **SPEAKING and WRITING**

##### **Standard 1: Language for Information and Understanding**

Students will

- Present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts.

#### **SPEAKING and WRITING**

##### **Standard 3: Critical Analysis and Evaluation**

Students will

- Express opinions about events, books, issues, and experiences, supporting their opinions with some evidence.

#### **LISTENING and SPEAKING**

##### **Standard 4: Social Interaction**

- Listen attentively and recognize when it is appropriate for them to speak.
- Take turns speaking and respond to others' ideas in conversations on familiar topics.

### **VISUAL ARTS**

#### **Standard 1**

##### **Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

### **SOCIAL STUDIES**

#### **Standard 1.3**

Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students identify individuals who have helped to strengthen democracy in the United States and throughout the world.